

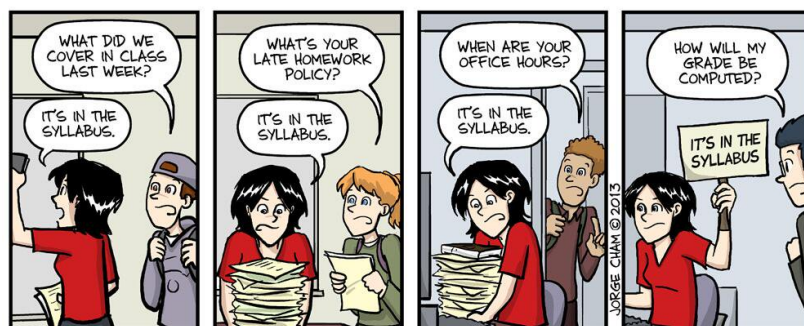
ACP Teachers: Note that this is a campus syllabus, and will be slightly different than your syllabus (especially in the course calendar, and with respect to “quizzes”). You’ll be getting a “Syllabus Template” from ACP to use in creating your own syllabus.

P155 - Public Oral Communication - Spring 2018

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IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

1. Required Course Materials:

- a. The P155 Workbook is in Canvas in your Files folder.
- b. You have two Canvas pages (or tabs) for this course: (1) your lab section page, and (2) the lecture page. You will only need the lecture page for course evals at the end of the term. For everything else, refer to your Canvas lab page.
- c. The online eBook is accessible through the Canvas Modules page of your lab site.
- d. **index cards.** You will need to purchase a couple of packages of 3x5 index cards (not the huge ones) for your speeches. These are very important in developing and practicing your performances.

2. What This Course Is (and Isn't). Public Oral Communication is one of the great foundational courses in a liberal education. Grounded on the relationship between public performance and critical reflection, it is an instruction in the power of the spoken word. By cultivating the liberal competencies of speaking and listening in public venues, you will develop an attunement to language in the constitution of community, in the formation of an ethical comportment, and in the formation of civic and cultural identity.

As a required foundational undergraduate course in one of the great liberal arts colleges, P155 introduces you to the close inter-relation of theory and practice. It does not resemble the simple skills-only versions of “basic public speaking” that you may be familiar with. It is *not* Toastmasters. Although you will be rigorously trained in all the formal skills and techniques, oral communication is not merely technique; it is a human art of the highest distinction. P155 is also *not* training in strategic manipulation, but in how to use the spoken word for good. We will look closely at why speech is capable of manipulating, deceiving and seducing, and how to spot, avoid and combat these uses.

3. Learning Objectives: P155 is designed to fulfill the College of Arts and Sciences requirement in public oral communication, and to address at a minimum the learning objectives outlined for the Speaking and Listening competency in the Indiana Statewide Transfer General Education Core. Students who successfully complete Public Oral Communication will:

- learn how to construct and deliver a complex argument **extemporaneously**;
- develop the ethical, rational, and emotional competencies of speaking and listening;
- develop techniques for reducing speech anxiety and becoming excellent audiences;
- learn how to use the spoken word vividly, fittingly, precisely, and movingly;
- learn how speech **genres** serve as resources of invention;
- learn how to form the spoken word out of and in response to the audience and the occasion;
- distinguish between the instrumental skills of speech and its role in cultivating and our **deliberative** wisdom, our membership in community, and our humanity;
- cultivate the **reciprocity** of theory and practice in public speaking;
- begin to cultivate a **dialogic ethos** of **discursive community**;
- discover the power of speech to motivate, clarify, inspire, correct misunderstandings, advance a cause, exercise tact, speak truth to power, expose fallacies and **presumptions**, and work through problems collectively.

(We will define the new words (**in blue**) above over the course of the semester.)

4. Modes of Instruction

A. Lectures. Please watch and study the lectures before the weekly quizzes (unless otherwise specified in Canvas). These lectures and the eBook lessons will be the basis of your weekly quizzes.

B. Performance Labs. Interacting with a live audience is a cornerstone of the public speaking experience, because it is so important to learn how to find the appropriate words for the specific audience and occasion you face in your life. An audience provides a speaker with immediate feedback, and presents the speaker with the challenge of addressing a diversity of contending views and values. When speaking to a live audience, practiced speakers can tell immediately how members of the audience are reacting and can adjust their delivery, style, and content accordingly. Some labs are organized by disciplinary themes (areas of academic study). These themes were listed on the Registration page under the section descriptions when you enrolled.

C. eBook. There are generally two eBook mini-units per week that tie together the material of the lecture and the lab work. These mini-units also have QuizPoppers that send points to your gradebook. Some of the mini-units have blog assignments at the end to give you active learning

practice. Use Firefox (not Chrome) for the eBook so that you have no technical problems. (On iPad tablets you can use Safari.)

5. Methods of Assessment

A. Formal Speeches: There are four major performance assignments in this course:

1. *Public Community Speech*: This speech introduces you and your classmates to each other as members of a public community.
2. *Sympathetic Perspectives Speech*: This speech asks you to occupy sympathetically conflicting positions on a contemporary public controversy.
3. *Invitational Speech*: This speech invites your audience to consider moving some ways toward a new viewpoint by showing how it is for a common good.
4. *Transformational Speech*: This speech asks you to attempt to break through entrenched audience views and values with a transformative act of imaginative discourse.

B. eBook. The textbook for this course is provided online; it is a customized interactive eBook designed to give you lots of practice on the materials needed to deliver speeches well. The eBook mini-units lessons take 40-70+ minutes to complete.

C. Lecture Quizzes. Each week you will take an online quiz on the content of the lectures. Access the quiz from your lab's Canvas page. You are on your honor to take the quiz on your own as a "closed book" test. Quizzes will open at 2pm on Friday and close at 11:59pm on Sunday.

D. Blog Points. Some of the mini-units you study in the eBook end with a short blog writing assignment, which you will post to the Discussion forum on Canvas. We encourage you to read each other's blog posts, and to write creative and thoughtful posts. Blog entries will be graded on comprehension of and responsiveness to the blog prompt, and quality of written expression.

E. Participation. Because P155 is a performance course in which you are building community with your peers, active participation is critical to your learning. You are expected to be an active and generous participant in the course. Your Performance Lab Instructor will explain to you how participation points will be awarded in your section. Please read your lab instructor's policy sheet, which is the last sheet of this syllabus.

6. Grading Policies: All grading is done by your performance *lab* instructor. So, questions about grades go to your lab instructor. In this college course the grade of A is awarded for truly outstanding work, B for very good work, C for meeting the assignment, D for falling short in some way. For more details, please refer to the "Criteria for Evaluating Speeches" in the Workbook.

Grade Scale

93-100 = A	90-92 = A-	
87-89 = B+	83-86 = B	80-83 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-
59 and below = F		

Grades are NOT rounded at semester's end, and there is no extra credit in P155.

Course Assignments and Point Values

		592 Lab Points	
	Public Community Speech	10	10
	Sympathetic Perspectives Speech		
	Source Organizer Sheet	6	
	2nd Draft Outline	20	
	Final Outline	20	
	Performance	90	
	Video self-reflection	5	
	Peer Performance Feedback Form (3 x 5 points each)	15	156
	Invitational Rhetoric Speech		
	Source Organizer Sheet	6	
	Draft Outline	20	
	Final Outline	20	
	Performance	100	
	Video self-reflection	5	
	Peer Performance Feedback Form (3 x 5 points each)	15	166
	Transformational Speech		
	Source Organizer Sheet	6	
	Draft Outline	20	
	Final Outline	20	
	Ideoplex Analysis Tester	10	
	Performance	110	
	Video Self Reflection	5	
	Peer Performance Feedback Form (3 x 5 points each)	15	186
	Participation points (discretion of section instructor)	74	74
	408 Lecture and eBook Points		408
	eBook mini-unit QuizPopper/Activity points	142	
	eBook Blog Assignments (10 blogs x 10 points each – 1) [worst blog dropped]	90	
	12 Weekly Lecture Quizzes (15 points each – 1) [worst quiz dropped]	165	
	First week diagnostic quiz/tech check and All-Systems-Go tutorial	11	
	TOTAL COURSE POINTS		1000

Bonus #2: Everyone gets to drop their worst quiz grade

Bonus #3: Everyone gets to drop their worst blog grade

Bonus #4: Free margin-of-error points on every quiz

*Bonus #1: **80%** completion rate for Course Evals in both lab and lecture, 15 extra credit points*

TOTAL 60 - 76 free points

Note: These free points are included to offset the no-exception policy on point rules, and because we know mastering the technology has a learning curve. So, a margin of error is already built into the course so you are not harmed by these features. Plan your work so you do not have to use them. Because this is a course of 1000 students and dozens of instructors, it is imperative that you follow the instructions for submitting your work correctly and in a timely manner. For fairness and consistency, instructors cannot make exceptions.

Spring 2018 Schedule Of Readings And Assignments

- * “Quiz” refers to regular week-end quizzes accessed through Canvas, to be taken between Friday 2PM and Sunday 11:59PM. This deadline is firm, so plan accordingly.
- ** Sections with fewer students may choose to begin at the next meeting.
- *** *It is your responsibility to work with the IT Helpdesk and your lab instructor to resolve online technical access and point recording issues by the end of first week.* Use the two tech-tests to test out the equipment for this purpose. Chat help: <http://ithelplive.iu.edu/> Phone help: 855-6789. Walk-in locations: Learning Commons, Wells Library AND IMU M089

Week	Date	Lecture (grey) & Lab In-Class Activities (white)	Homework to be FINISHED by This Date <u>Before</u> Your Lab Meeting Time
1	Week 1 Lectures	<ul style="list-style-type: none"> a. Welcome b. A Great Power Loosed 	
	M – Jan. 8 T – Jan. 9	<ul style="list-style-type: none"> a. Community welcome! b. Review syllabus & Policy Sheet c. Instructions for Speech #1 	No homework due today.
	R – Jan. 11 F – Jan. 12	<ul style="list-style-type: none"> a. Speech #1 performances 	<ul style="list-style-type: none"> a. Interview partner before lab, prepare your speech for lab. b. Read syllabus carefully. c. Complete eBook diagnostic test on Firefox before class.***

Week	Date	Lecture (grey) & Lab In-Class Activities (white)	Homework to be FINISHED by This Date Before Your Lab Meeting Time
2	Week 2 Lectures	a. Topic and Claim b. Inherency and Stasis	
	M – Jan. 15 T – Jan. 16	MARTIN LUTHER KING JR. DAY OBSERVED NO P155 labs held either Monday or Tuesday [Use Tuesday to resolve all technical issues with eBook & quiz with HelpDesk or your instructor. Help chat: http://ithelplive.iu.edu Help by phone: 812-855-6789]	
	R – Jan. 18 F – Jan. 19	a. Speech #1 finishes b. Locate Speech #2 goals c. Discuss the Public Controversy Determinator Rubric d. Locate Opposing Viewpoints Database e. Review procedures for weekend quiz	a. Watch How to Outline, Part 1 b. Watch How to Outline, Part 2 c. Watch How to Cite a Source Orally d. Take All-Systems-Go Preparation Quiz online after above videos & reading the Course Syllabus carefully*** e. Bring signed Academic Honesty Contract
LECTURE QUIZ 1* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			
3	Week 3 Lectures	a. Sympathetic Perspectives: A Handy Guide b. Adaptation	
	M – Jan. 22 T – Jan. 23	a. eBook and blog check-in b. Discuss initial claims in groups	a. mini-unit: A Great Power Loosed (access through Modules in Canvas) b. Associated blog : A Great Power Loosed (in lab's Discussion forum)
	W – Jan. 24	Meet the Professor Live Event, 5pm, Wells W305 A	
	R – Jan. 25 F – Jan. 26	a. Impromptu inherency exercise with claims b. Discuss your upcoming outline assignment	a. mini-unit: Inherency (do first!) b. Associated blog : Inherency c. Speech #2 claim and rationale d. Source Organizer sheet for Speech #2 e. Review Oral Source Citation Guidelines
LECTURE QUIZ 2* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			

Week	Date	Lecture (grey) & Lab In-Class Activities (white)	Homework to be FINISHED by This Date <u>Before</u> Your Lab Meeting Time
4	Week 4 Lectures	a. Scopus b. The Demagogue and the Panderer c. Extemp	
	M – Jan. 29 T – Jan. 30	a. Speech dates assigned b. Extemp from initial outline draft in groups c. Written peer outline feedback in groups	a. mini-unit: Stasis b. Bring printed copy of draft of initial outline for Speech #2 to class for peer feedback
	R – Feb. 1 F – Feb. 2	a. Play a sympathetic perspectives speech game	a. mini-unit: Q&A b. Associated blog : Q&A c. Submit Sympathetic Perspectives Initial Outline via Canvas
LECTURE QUIZ 3* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			
5	Week 5 Lectures	a. Rhetorical Situation I b. Rhetorical Situation II	
	M – Feb. 5 T – Feb. 6	a. Transition activity from upcoming mini unit b. Sympathetic Perspectives prep	a. Create final index cards, practice speech b. mini-unit: Composite Audience
	R – Feb. 8 F – Feb. 9	SPEECH #2 Begins: SYMPATHETIC PERSPECTIVES **	a. mini-unit: Transitions b. Edit final outline based on instructor comments. (<u>Due through Canvas by class time on the date of your speech.</u>) c. Turn in peer feedback forms on the day of peer's speech
LECTURE QUIZ 4* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			
6	Week 6 Lectures	a. Composition b. Invitational Speech Explainer	
	M – Feb. 12 T – Feb. 13	Sympathetic Perspectives Speeches	a. mini-unit: Form/Function
	R – Feb. 15 F – Feb. 16	Sympathetic Perspectives Speeches	a. mini-unit: Delivery (Body) b. “Vlogging” It Out for mini unit: Delivery (Body)
LECTURE QUIZ 5* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			

Week	Date	Lecture (grey) & Lab In-Class Activities (white)	Homework to be FINISHED by This Date <u>Before</u> Your Lab Meeting Time
7	Week 7 Lectures	a. Argument: Starting Points and Warrants b. Argument: Argument Types	
	M – Feb. 19 T – Feb. 20	Sympathetic Perspectives Speeches	a. mini-unit: Delivery (Voice) b. “Audio-ing” It Out for mini-unit Delivery (Voice).
	R – Feb. 22 F – Feb. 23	a. Discuss Invitational speech assignment and nature of claim b. Rhetorical Situation eBook lab exercise or variation	a. mini-unit: Rhetorical Situation b. Associated blog : Rhetorical Situation c. Submit Speech #2 Video Self Reflection
LECTURE QUIZ 6* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			
8	Week 8 Lectures	a. The Rhetorical Figures	
	M – Feb. 26 T – Feb. 27	a. Form/Function eBook lab exercise or variation b. Delivery game	a. mini-unit: Rightness of Fit b. Submit Speech #3 claim in Canvas Discussions c. Submit Speech #3 Source Organizer sheet
	W – Feb. 28	Meet the Professor Live Event, 5pm Wells W305A	
	R – Mar. 1 F – Mar. 2	a. Speech dates assigned b. Extemp from initial outline draft in groups c. Written peer outline feedback in groups	a. mini-unit: Warrant b. Bring <u>printed copy</u> of draft outline for Speech #3 to class for peer feedback
LECTURE QUIZ 7* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			

Week	Date	Lecture (grey) & Lab In-Class Activities (white)	Homework to be FINISHED by This Date <u>Before Your Lab Meeting</u> Time
9	Week 9 Lectures	a. Attunement (Ethos, Pathos, Logos)	
	M – Mar. 5 T – Mar. 6	a. Warrant exercise b. Perform mini-arguments with empirical proofs	a. mini-unit: Empirical Starting Points b. Speech #3 Initial Outline c. Bring 1-2 sources for your upcoming speech to lab
	R – Mar. 8 F – Mar. 9	a. Doxa (commonplace) eBook exercise or variant b. Perform topical argument from upcoming speech (and say why it's topical)	a. mini-unit: Topical Starting Points b. Associated blog : Topical Starting Points c. Bring index cards with one topical argument to lab
SPRING BREAK MARCH 10-16, 2018!			
10	Week 10 Lectures	a. Symbols b. The Ideoplex	
	M – Mar. 19 T – Mar. 20	SPEECH #3 BEGINS: INVITATIONAL	a. Mini-unit: Argument from Sign b. Final outline due via Canvas by class time on your speech date c. Turn in peer feedback forms on the day of peer's speech
	R – Mar. 22 F – Mar. 23	Invitational Speeches	a. mini-unit: Example/Analogy b. Associated blog : Example/Analogy
LECTURE QUIZ 8* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			

Week	Date	Lecture (grey) & Lab In-Class Activities (white)	Homework to be FINISHED by This Date <u>Before</u> Your Lab Meeting Time
11	Week 11 Lectures	a. Speech #4 Instructions with Example	
	M – Mar. 26 T – Mar. 27	Invitational Speeches	a. mini-unit: Ideology b. Associated blog : Ideology
	R – Mar. 29 F – Mar. 30	Invitational Speeches	a. mini-unit: Hegemony b. Associated blog : Hegemony
LECTURE QUIZ 9* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			
12	Week 12 Lectures	a. Chapman Lecture	
	M – Apr. 2 T – Apr. 3	a. Watch Transformational Speech Prep video b. Discuss possible topics for speech #4 c. Ideology eBook lab exercise or variation	a. mini-unit: Transformation b. Speech #3 Video Self Reflection c. Select topic for next speech & bring to class
	W – Apr. 4	Meet the Professor Live Event, 5pm, Wells 305A	
	R – Apr. 5 F – Apr. 6	a. Groups study each other's public discourse samples with Ideoplex Analysis Tester handout. b. Pathos of delivery exercise	a. mini unit: Transmission (do first!) b. Submit Speech #4 claim c. Submit Speech #4 Source Organizer sheet d. Bring sample of public discourse that uses imagination or pathos to lab
LECTURE QUIZ 10* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			
13	Week 13 Lectures	a. Week 13 Lecture	
	M – Apr. 9 T – Apr. 10	a. Ideoplex game, part 1	a. mini-unit: Rhythm of Prose b. Submit Ideoplex Analysis Tester (online or on paper) c. Read Ideoplex game essay as prep! (linked in assignment).

	R – Apr. 12 F – Apr. 13	<ul style="list-style-type: none"> a. Ideoplex game, part 2 b. Quick written peer review of draft outline c. Speech dates assigned 	<ul style="list-style-type: none"> a. mini-unit: Schemas b. Submit Speech #4 Instructor graded Draft outline on Canvas, AND bring printed copy to class for peer review
LECTURE QUIZ 11* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			

Week	Date	Lecture (grey) & Lab In-Class Activities (white)	Homework to be FINISHED by This Date <u>Before</u> Your Lab Meeting Time
14	Week 14 Lectures	a. Last Lecture	
	M – Apr. 16 T – Apr. 17	<ul style="list-style-type: none"> a. Perform a schema for your upcoming speech b. Practice condensing the most ambitious parts of your speech 	a. Write some index cards where you do some ideonode analysis (either the analysis or the swap/repurpose)
	R – Apr. 19 F – Apr. 20	SPEECH #4 BEGINS: TRANSFORMATION	<ul style="list-style-type: none"> a. Final outline due to Canvas at class time on speech date b. Peer Feedback forms due on days peers speak c. Speech #4 Video Self Reflection due F 4th 11:59 pm.
LECTURE QUIZ 12* THIS WEEKEND! Access via lab Canvas page. Friday 2pm- Sunday 11:59pm.			
15	M – Apr. 23 T – Apr. 24	Transformation Speeches	
	R – Apr. 26 F – Apr. 27	Transformation Speeches	
16	(Finals Week) Apr. 30- May 4	<p style="text-align: center;">Final Exam Period</p> <ul style="list-style-type: none"> • double speech performance day (2-hour session). • Video Self Reflection due by Friday, May 4, 11:59pm. • [DO NOT SCHEDULE CAMPUS DEPARTURE UNTIL ALL SPEECHES FINISH] • Find your Final time/day on Registrar page based on lab time. 	

APPENDIX: COLL P155 Course-Wide Rules & Regulations

A1. eBook advice. Each mini-unit contains *Activities* and *QuizPoppers* that you complete for points that go directly into your Canvas Grades. There is usually one mini-unit assignment before each lab section, and ***you must complete the unit prior to the class in which it is due.*** The mini-units will be available until the end of the semester, but you can only earn points up to the class period deadline they are due. This is to make sure you don't get behind in your homework. Homework cannot be made up after the deadline. We're strict about this.

Be sure that you are using Firefox for the mini-units, are linking to the mini-units through the Modules or Assignments page, and are submitting your answers by clicking "Submit." Your instructor cannot go back and open the mini-lesson for you to regain these points after the fact. Do the required tech test to fix any problems. Screen-capture any problems to show tech staff and instructor.

- If your personal device does not have current software, hardware, or browser, use a university lab computer to take quizzes and eBook QuizPoppers.
- Do these quizzes in one sitting and do not leave your computer until done. You cannot return to the lesson or quiz after it is closed.

Points cannot be granted back after the fact. Margin of error points have been added in for this reason.

A2. Contacts: Your Performance Lab Instructor will be grading all of your work in this course, so she or he is your source of information about grading and course assignments. Learn your lab instructor's name. Note her or his e-mail address and when she or he holds office hours (remember that you do not need an appointment to visit an instructor during office hours). Dr. Smith is the Course Coordinator, training and overseeing the instructors. Professor Arthos is the Course Director, delivering the Lectures. Please observe these distinctions when reaching out for assistance.

A3. Attendance Policies: Because so much of what you learn in this course takes place in your experiences and encounters in the lab with your fellow students, you cannot miss or be late to classes. Your learning is in direct proportion to how much you give to these daily experiences. Also, your peers are harmed when you do not support the activities and community-building that goes on from day to day. As the old saying goes, "Half of success in life is showing up."

Attendance during the speeches of others is an essential part of your coursework. Your role is not merely to speak to others, but to listen, to be a supportive audience, and you are graded as much on your contribution to the project of community that this class is as your developing skills in eloquence. You must not only be physically present on these days, but very much present in your role as an audience for the speaker.

We enforce a strict absence policy. Points subtracted for absence, lateness, and early departure are not punishments – they are simply a numerical assessment of what you have put into and gotten out of the course. (If you miss a lot of classes, you've missed out on a lot that you can't make up any other way.) This is why we do not differentiate between "excused" and "unexcused" absences, so when you've missed a class there is no need to bring in doctors' notes or other forms of documentation. Due to IU policy there are two exceptions: absences for religious holidays or for active participation in (not spectatorship of) official IU sanctioned events and inter-collegiate athletics. If you wish your absences for religious observances to be excused, you *must* complete the "request for religious observance" form and give it to your Performance Labs Instructor by the second week of class. The form can be found here: http://www.indiana.edu/~vpfaa/docs/religious_observances/request-for-accomodation-religious-observances.doc. If you want absences related to your participation on an IU inter-collegiate athletic team to be excused, you must provide your instructor with an official scheduling letter, highlighting the events that will require you to miss class.

Absences, Tardies and Early Departures: You may miss a total of two (2) Performance Labs sessions without point losses. You should save these for serious sickness or emergencies, and try never to use them. For every absence beyond these 2 you will lose 15 points from your final course grade. For example, let's say that you've been absent 5 times, which means that 3 of these absences will count against your grade. Your point loss would be: $15 - 15 - 15 = 45$. Your instructor subtracts 45 points from your course total.

Late arrivals and early departures are disruptive and distracting both for your instructor and for your peers. **Every three (3) late arrivals or early departures (combined)** counts as one (1) absence and reduce your grade by 15 points. (If you arrive late or leave early 3 more times, you'll lose 15 more points. There is no limit on these point deductions).

A4. General Late Assignments Policy: Late assignments are not accepted. Whether or not you are present in class, any and all assignments must be turned in on the day that they are due. There are no "make-ups," and there is no "extra credit." Only something as serious as hospitalization warrants exception, and this is the rarest of circumstances. In such an event it is *your* responsibility to contact your Lab Instructor right away. In all other cases, the point losses are automatic.

A5. Missing Speech Day: There is no "right" to make up a missed speech. The only day you are guaranteed to be able to deliver your speech is on your assigned speech day. Reasonable adjustments will be made only for extreme circumstances (e.g., hospitalization). If you do not deliver your speech on your assigned speech date, you will receive a score of zero for that speech. Think of a speech day like an exam day. Like job interviews, court dates, and your wedding day, test and speech days are sacrosanct. If you do experience what you think is an extreme circumstance, please check with your performance lab instructor.

A6. eBook Technology. The eBook software is very stable, but if you run into any problems, try these things first: (a) refresh your screen, (b) change browsers (Chrome, Safari, etc.), (c) restart computer. The helpdesk also has some instructions on the eBook and can help. Let your lab instructor know immediately if you run into a technical problem. You can also **consult these help resources:** The IU Knowledge Base article, "technical info for COLL P155 at IUB" found at kb.iu.edu, the ITHelp line 812-855-6789, and ithelplive.iu.edu

A7. Taking Quizzes Online. In rare instances technical problems can come up with your laptop or personal computer when you are attempting to take a quiz, especially if you're using an old computer or don't update software regularly, so our best advice is to use a university computer -- It will have the most up-to-date browser features, be bug-free, and compatible with the Canvas quiz application. Make sure you leave plenty of time before the quiz deadline in case you need to make alternate arrangements, consult the HelpDesk, etc.

A8. PowerPoint lecture slides. PowerPoint slides for lectures are embedded in the lecture videos. See "Welcome" lecture for instructions on how to access. If you want to refer to them, the full PowerPoint slides for the lectures are available in your Canvas Files folder entitled "Lecture Materials." There you will also find the lecture prompt questions guide ("Test Yourself") that will help you be well prepared for the weekly quizzes. You should open and use the "Test Yourself" guide at the same time you watch the lecture.

A9. Recording Permissions

Your instructor will probably ask you to sign a permissions form so that we may show clips from student lab work to other students as illustrations. We never show these clips as examples of bad performances, only good.

A10. Civil, Respectful Discourse: This is an active class characterized by a great deal of discussion, often of controversial subjects. At all times, a supportive classroom climate of mutual respect for all people is expected. Even if people vigorously disagree with one another, they can and must do so with civility and respect. Any behavior that is disrespectful to others or has the potential to damage the learning environment of our class will not be tolerated.

A11. Academic Integrity & Plagiarism: "All graded work in this course must represent your own, personal, inventive endeavor. All references to ideas that are not your own invention must be clearly cited, whether they are direct quotations, paraphrases, or "in your own words." If you have any doubt about whether things you are planning to do constitute academic dishonesty, contact your Performance Lab Instructor immediately. All Public Oral Communication instructors aggressively monitor possible academic misconduct, and the penalties are grave, all the way up to expulsion from the course. If you want to know what plagiarism looks like, [here](#) is what has now become the most famous recent example, classified as clone plagiarism [online hotlink goes to article about running Melania Trump's recent speech through plagiarism software...results not good]. A clear case of significant clone plagiarism has a likely punishment of course failure. All students are expected to uphold the [IU Code of Student Rights, Responsibilities, and Conduct](#). In addition, all students are expected to be familiar with the material on Academic Misconduct in the *Public Oral Communication Textbook Supplement* and to read, sign, and turn in to your Performance Lab Instructor the "Public Oral Communication Academic Honesty Contract" during the first two weeks of class."

A12. University Sexual Harassment Policy:

Please consult the university policy against sexual harassment at <http://enrollmentbulletin.indiana.edu/pages/harass.php?Term=2>

A13. Semester Incompletes: A grade of "I" is granted only in *rare* circumstances, typically in response to unusually severe and documentable hardships over which you had no control (for example, the death of a family member necessitating many absences, or a serious illness or physical injury late in the semester). A student must be passing the course to receive an Incomplete. Your Performance Lab Instructor cannot assign a grade of incomplete without the final approval of the Course Coordinator or Course Director.

A14. Special Circumstances: If any student requires assistance or academic accommodations for a disability, please contact your instructor after class, during her or his office hours, or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services for Students <studentaffairs.iub.edu/dss>. There is a direct link on Canvas. Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). Note that DSS services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library (Room W302). Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors who need assistance at <http://www.iu.edu/~ada/index.shtml>."

A16. Grade Dispute Policy: If you don't understand the reason you received a specific grade on any assignment, be sure you take the time to talk with your instructor. Often even a brief conversation can clear things up. If you believe a grade should be *reconsidered*, review your instructor's comments and follow these instructions:

1. Wait at least 24 hours, but no more than 1 week, after receiving the grade to contact your instructor regarding the grade.

2. Your reasons for receiving another grade (which you must specify) must be written in a memo to your instructor (2 page maximum).
3. Your account should specify why you believe your speech falls into the grade category you say it does, according to the “Criteria for Evaluating Speeches” in your *P155 Supplement*.
4. The original evaluation and all assignment materials must be included with your account.

If these procedures are not followed, your instructor is not obligated to respond to your request for a reconsideration of your grade. In any case, there is no guarantee that a reconsideration of your work will yield a higher grade. Be sure to keep all your student work until the semester concludes.

A17. Appeals Procedure. For almost all questions in P155, your lab section instructor is the person to talk to. If you have questions about your lab section beyond a single assignment grade, we have developed the following protocol. Having a standard protocol protects everyone, including you. So, if you have questions about your section beyond a single grade, you must

- (1.) *first* request a meeting with your section instructor outside of class time and address it with her or him. This meeting should be held during office hours or at another appointed time, but *not* in a conversation before or after class with other students present.
- (2.) If you cannot work something out during this meeting with your lab instructor, the next step is to meet with the Course Coordinator, Dr. Cynthia Smith. Dr. Smith cannot entertain queries until the previous step is concluded.
- (3.) If you cannot resolve the matter at that level, the next step is the Course Director, Dr. Arthos. Dr. Arthos cannot meet with you until you have met with the Dr. Smith.

A18. Use of Canvas Course Email: In recent semesters students have been increasingly annoyed by peers spamming them with advertising for events and services. Although it is technically possible to use Canvas to email all students in all sections, you should not use the Canvas messaging system in this way. Note taking and sharing services, paid or unpaid, violate the IU Code of Student Rights, Responsibilities and Conduct. This is true for the producers of such notes and for students who use them. If you have an announcement, please talk to your lab instructor and make that announcement in person to your lab class.

A19. Canvas and E-Mail: This course makes extensive use of the IU Canvas system. Note that most students will use two Canvas sites related to the course: a site associated with the *Lecture* and a site associated with the Performance Lab. The Lecture Canvas page is COLL P155 9954. You will only use the lecture site for your end-of-semester course evaluations. For everything else, use your lab Canvas page. The Performance Lab sections are listed on the registrar page and posted to your Canvas tabs. Students are expected to log in to *all* of these Canvas sites frequently to receive news and updates. It also is your responsibility to be sure that your grade points are recorded accurately in the Canvas gradebook. Be sure your “notifications” settings at the account level in Canvas are set to alert you immediately to course announcements and messages.

It is the policy of the course that if a message has been posted to Canvas, or sent to the student’s IU e-mail address, then the Course Director, Course Coordinator, and the Performance Lab instructors can assume that students have read the message. Note also that Public Oral Communication instructors will not accept assignments sent as e-mail attachments unless the instructor has explicitly stated otherwise.

[SECTION INSTRUCTOR POLICY SHEET ATTACHED]